

# Griggs Road Elementary

100 Griggs Road  
Clover, South Carolina 29710

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	355 Students	
<b>Principal</b>	Pamela L. Cato	803-222-5777
<b>Superintendent</b>	Dr. Vickie Phelps	803-222-7191
<b>Board Chair</b>	Jeffrey M. Siegrist	803-831-9383

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	30	3	1	0

### IMPROVEMENT RATING

AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 11 out of 11 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Excellent	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Average	Yes

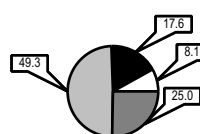
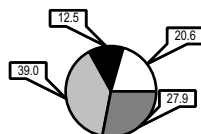
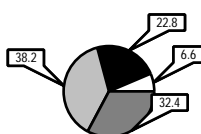
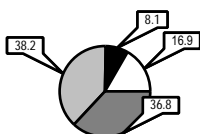
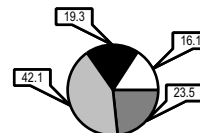
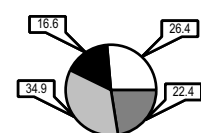
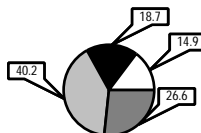
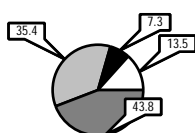
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	145	100.0	16.9	38.2	36.8	8.1	56.6	Yes	Yes
<b>Gender</b>									
Male	75	100.0	21.1	46.5	28.2	4.2	42.3		
Female	70	100.0	12.3	29.2	46.2	12.3	72.3		
<b>Racial/Ethnic Group</b>									
White	127	100.0	16.9	37.3	38.1	7.6	55.9	Yes	Yes
African American	12	100.0	16.7	50.0	25.0	8.3	58.3	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	124	100.0	11.9	39.8	39.0	9.3	61.9		
Disabled	21	100.0	50.0	27.8	22.2	0.0	22.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	145	100.0	16.9	38.2	36.8	8.1	56.6		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	143	100.0	16.4	38.1	37.3	8.2	56.7		
<b>Socio-Economic Status</b>									
Subsidized meals	41	100.0	28.9	34.2	28.9	7.9	44.7	I/S	Yes
Full-pay meals	104	100.0	12.2	39.8	39.8	8.2	61.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	145	100.0	6.6	38.2	32.4	22.8	67.6	Yes	Yes
<b>Gender</b>									
Male	75	100.0	5.6	36.6	33.8	23.9	70.4		
Female	70	100.0	7.7	40.0	30.8	21.5	64.6		
<b>Racial/Ethnic Group</b>									
White	127	100.0	5.1	37.3	34.7	22.9	69.5	Yes	Yes
African American	12	100.0	25.0	41.7	25.0	8.3	33.3	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	124	100.0	4.2	35.6	35.6	24.6	72.9		
Disabled	21	100.0	22.2	55.6	11.1	11.1	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	145	100.0	6.6	38.2	32.4	22.8	67.6		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	143	100.0	6.7	37.3	32.8	23.1	67.2		
<b>Socio-Economic Status</b>									
Subsidized meals	41	100.0	5.3	52.6	15.8	26.3	55.3	I/S	Yes
Full-pay meals	104	100.0	7.1	32.7	38.8	21.4	72.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	145	100.0	20.6	39.0	27.9	12.5	40.4
<b>Gender</b>							
Male	75	100.0	23.9	35.2	33.8	7.0	40.8
Female	70	100.0	16.9	43.1	21.5	18.5	40.0
<b>Racial/Ethnic Group</b>							
White	127	100.0	19.5	39.0	29.7	11.9	41.5
African American	12	100.0	33.3	41.7	16.7	8.3	25.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	124	100.0	16.1	40.7	29.7	13.6	43.2
Disabled	21	100.0	50.0	27.8	16.7	5.6	22.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	100.0	20.6	39.0	27.9	12.5	40.4
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	143	100.0	20.1	38.8	28.4	12.7	41.0
<b>Socio-Economic Status</b>							
Subsidized meals	41	100.0	31.6	26.3	28.9	13.2	42.1
Full-pay meals	104	100.0	16.3	43.9	27.6	12.2	39.8

<b>Social Studies</b>							
All Students	145	100.0	8.1	49.3	25.0	17.6	42.6
<b>Gender</b>							
Male	75	100.0	9.9	47.9	25.4	16.9	42.3
Female	70	100.0	6.2	50.8	24.6	18.5	43.1
<b>Racial/Ethnic Group</b>							
White	127	100.0	7.6	47.5	27.1	17.8	44.9
African American	12	100.0	16.7	66.7	8.3	8.3	16.7
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	124	100.0	5.9	48.3	26.3	19.5	45.8
Disabled	21	100.0	22.2	55.6	16.7	5.6	22.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	145	100.0	8.1	49.3	25.0	17.6	42.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	143	100.0	8.2	48.5	25.4	17.9	43.3
<b>Socio-Economic Status</b>							
Subsidized meals	41	100.0	10.5	57.9	15.8	15.8	31.6
Full-pay meals	104	100.0	7.1	45.9	28.6	18.4	46.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	82	100.0	14.6	25.6	51.2	8.5	59.8
	4	63	100.0	7.9	30.2	60.3	1.6	61.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	64	100.0	8.9	25.0	50.0	16.1	66.1
	4	81	100.0	22.5	47.5	27.5	2.5	30.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	82	100.0	9.8	43.9	36.6	9.8	46.3
	4	63	100.0	4.8	28.6	36.5	30.2	66.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	64	100.0	1.8	42.9	32.1	23.2	55.4
	4	81	100.0	10.0	35.0	32.5	22.5	55.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	64	100.0	17.9	41.1	25.0	16.1	41.1
	4	81	100.0	22.5	37.5	30.0	10.0	40.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	64	100.0	1.8	42.9	28.6	26.8	55.4
	4	81	100.0	12.5	53.8	22.5	11.3	33.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 355)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 83.6%	100.0%	100.0%
Retention rate	0.3%	Down from 0.5%	1.6%	3.0%
Attendance rate	97.3%	Down from 97.4%	96.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	1.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.6%	3.2%
Eligible for gifted and talented	17.6%	Down from 17.9%	23.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Up from 3.9%	6.2%	8.2%
Older than usual for grade	0.6%	No change	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	58.1%	Up from 53.1%	55.1%	52.6%
Continuing contract teachers	90.3%	Up from 87.5%	86.9%	83.3%
Highly qualified teachers	93.1%	Down from 94.4%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	84.1%	Down from 85.8%	87.1%	87.0%
Teacher attendance rate	96.3%	Down from 97.1%	95.4%	95.0%
Average teacher salary	\$45,520	Up 2.7%	\$42,831	\$41,703
Prof. development days/teacher	17.1 days	Up from 13.1 days	12.1 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 16.4 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.4%	Down from 93.0%	90.8%	89.8%
Dollars spent per pupil*	\$7,930	Up 6.8%	\$5,940	\$6,242
Percent of expenditures for teacher salaries*	69.2%	Up from 69.0%	67.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 97.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Griggs Road Elementary School is a leader among elementary schools in our state. Our outstanding students, teachers, and parents continue to achieve at high levels and receive recognition as we strive to provide quality education through an effective school. Our school received an Absolute Rating of Excellent and an Improvement Rating of Good on the 2004 South Carolina Report Card. As a result of this rating, Griggs Road received the Palmetto Gold Award for outstanding academic achievement for the fourth consecutive year.

In order to provide quality instruction, the Griggs Road faculty realizes the importance of keeping abreast of current educational research and changes in the educational field. Our teachers attended a variety of professional development conferences and workshops to learn additional teaching strategies to implement standards-based instruction in all core content areas. Two areas of staff development concentration were effective writing strategies and brain research teaching strategies. In addition, several of our faculty members joined a district professional development initiative emphasizing student engagement.

Historically, Griggs Road has had a high level of parent involvement. We had active volunteers in our building each day. Our School Improvement Council met monthly to discuss school issues and provide input to the administration. Parents serving on various PTO committees contributed their time and talents to many projects/activities at our school. The PTO worked diligently to raise funds for audio visual equipment, supplemental instructional materials, performers for school assemblies, and incentives for students. The Grounds Beautification Committee received a Duke Power grant to refurbish the planted areas on our campus. The Field Day Committee worked closely with teachers to provide parent volunteers, first aid assistance, and refreshments for the students. Parents planned family night meals and refreshments for school events.

Griggs Road encouraged students to be good citizens by emphasizing co-curricular activities such as service learning and character education. Throughout the year the administration, faculty/staff, and parents instilled character education traits and a sense of responsibility in our students. Character education words were introduced during school-wide assemblies. Classroom teachers and the guidance counselor provided additional instruction and follow-up activities to support our character education program. The student council sponsored monthly school-wide service learning projects. This year our students collected money for tsunami relief, provided toiletry items for elderly community members, organized a children's book drive for area family shelters, and sponsored a food drive for the local assistance center.

As we strive for continued academic excellence in the 2005-2006 school year, Griggs Road remains committed to providing quality educational opportunities for our students in a safe, healthy environment. We look forward to another outstanding year.

Pamela L. Cato, Principal

Charla Wiggins, Chairperson, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	80	64
Percent satisfied with learning environment	100.0%	87.3%	95.2%
Percent satisfied with social and physical environment	100.0%	88.3%	95.2%
Percent satisfied with school-home relations	100.0%	87.2%	74.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.